



Longburn School Strategic Plan 2024 – 2025



School ID: 2388

Our Motto...

“Sowing seeds of possibility... on a pathway to potential”
'Pūmanawa ai ki te ara pai'

Our Mission Statement...

Through a range of opportunities, we will encourage our learners to develop the knowledge, skills, attitudes and values to strive towards their greatest potential.

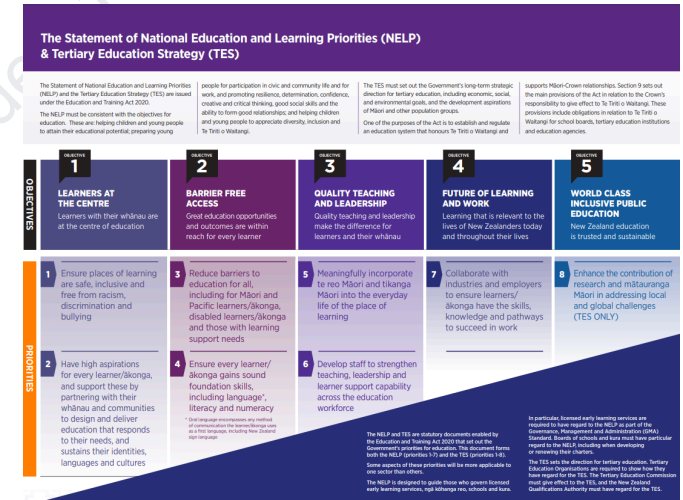
Our Beliefs...	Our Core Values...
<p>We believe our learners will reach their full potential if we work together to...</p> <ul style="list-style-type: none"> ● Establish and expect strong relationships and values. ● Develop a safe and stimulating child-centred learning environment. ● Involve the whole community in learning. ● Identify and cater for individual learning needs, styles and personal interests. 	<p>RESPECTFUL – Take care of ourselves, others and the environment. Be considerate of others, showing a commitment to one another, our community, our environment; to the people and beliefs that are important.</p> <p>RESPONSIBLE – In making the right choices, showing self-control and being accountable for one’s actions. Thinking critically, creatively, and reflectively.</p> <p>POSITIVE – Aim high, always giving your best and persevering in the face of difficulties.</p> <p>LEARNERS - Seek knowledge and use initiative. Have a social and environmental conscience (and use it).</p>

Longburn School:

- works towards achieving the NELPs through the Strategic Plan.
 - utilises an annually reviewed Curriculum Delivery Plan (CDP) to ensure the NZ Curriculum is delivered through our local curriculum.
 - identifies annual targets that we strive towards achieving, specifically in the areas of numeracy and literacy.
 - intends to collaborate with other schools and Early Childhood settings to work towards meeting the Achievement Challenge of Te Ora Karaka Kahui Ako.
- The Strategic and Annual Plans include information showing where Longburn School goals align with those of the Kahui Ako.

Longburn School's Strategic Plan is supported by the following documents...

- **The National Education and Learning Priorities (NELPs) - At Longburn School, our goals and priorities are aligned to, and reflect, NELP Objectives 1-4 (Priorities 1-7)**
- **Hautu** - Māori cultural responsiveness self-review tool
- **The 5YA and 10YPP** - Implemented to ensure the school's facilities provide a safe, healthy learning environment for all.
- **Annual School Budget** - Allocate funds to meet the school's priorities so that student achievement is enhanced, monitoring and controlling school expenditure.
- **Longburn School Curriculum Delivery Plan (CDP)**



The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020. The NELP must be consistent with the objectives for education. These are helping children and young people to attain their educational potential, preparing young people for participation in civic and community life and for work, and promoting resilience, information, confidence, creative and critical thinking, good social skills and the ability to form good relationships and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi. The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social and environmental goals, and the development aspirations of Māori and other education groups. One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education providers and education agencies.

Strategic Goal	Implementation Action
1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	2 Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs
4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	4 Ensure every learner/ākongā gains sound foundation skills, including language*, literacy and numeracy
5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable	5 Meaningfully incorporate te ao Māori and tikanga Māori into the everyday life of the place of learning
	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
	7 Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work
	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

* Overlanguage competencies are a method of operationalising the government strategy as a first language, including New Zealand Sign Language.

The NELP and TES are statutory documents issued by the Education and Training Act 2020 that set out the Government's priorities for education. The documents form part of the Education and Training Act 2020. The NELP is designed to guide those who govern licensed early learning services, up to school age, schools and kōwhiri.

In particular, licensed early learning services are required to have regard to the NELP as part of the Government's Management and Administration (M&A) Standard. Schools of education and have most have particular regard to the NELP (including when developing or reviewing their charter). The TES sets the direction for tertiary education, tertiary education providers, and providers of distance-level education in New Zealand. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must give effect to the TES.

Longburn School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Longburn School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Longburn School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

The board will complete the following in 2024:

By 1st March Publish and submit our strategic plan (in effect from 1 January 2024–31 December 2025).

By 31st March Publish our annual implementation plan for the current school year.

Send our annual financial statements to our auditor.

By 31st May Submit our annual report and publish it online.



Strategic Goals - January 2024 to December 2025

In consultation with the school's stakeholders, including the wider school community

Strategic Goals		Goal 1 - To provide a safe and stimulating child-centred learning environment, fostering positive, strong relationships and well-being.	Goal 2 - To provide a variety of rich learning experiences (meaningful and challenging), supported by effective teaching, to foster high levels of personal achievement whilst cultivating the individual's passion.	Goal 3 - To develop and nurture, within our learners, the skills, knowledge and cultural capital to be successful participants and contributors to the world they will inherit.	Equity Challenge - To ensure that our students' language, culture and identity are present and valued throughout the school day and beyond.
National Education Learning Priorities (NELPs)	Objective 1 LEARNERS AT THE CENTRE	Priority 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	Priority 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.		
	Objective 2 BARRIER FREE ACCESS	Priority 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.			
			Priority 4 Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy. <small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>		
	Objective 3 BARRIER FREE ACCESS	Priority 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Priority 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.			
Objective 4 FUTURE OF LEARNING AND WORK			Priority 7 Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.		



NELP objectives	NELP Priorities	School actions
<p>Objective 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p>	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p>	<p>We, as a school community, need to:</p> <p><i>Embrace diversity and provide for hauora for all ākonga, kaiako and other kaimahi.</i></p> <ul style="list-style-type: none"> ➤ Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours. <p><i>Ensure we have robust processes (policies, plans and support) in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying.</i></p> <ul style="list-style-type: none"> ➤ Self review and audit of policies is completed by all stakeholders through SchoolDocs. ➤ All stakeholders are aware of the processes in place to address and resolve any complaints or concerns. ➤ Expectations are set, shared and enforced in regards to addressing racism, sexism, bias, low expectations. <p><i>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong.</i></p> <ul style="list-style-type: none"> ➤ Relationships are at the heart of our school philosophy. We need to develop and maintain strong, positive, relationships with all ākonga, whanau, staff and wider school community members. ➤ All teaching staff, teacher-aides, office staff, and ākonga actively participate in learning (PLD or curriculum programme) that ensures understanding of diversity amongst our community (and wider community), school expectations in relation to catering for such diversity, and implementation of best practice in this space. ➤ All members of our school community are welcomed, valued and feel they belong. <p><i>Identify the most appropriate ways to engage with different members of our community (Ākonga, parents and whānau, Hapū and Iwi, School staff, other community and business groups).</i></p> <ul style="list-style-type: none"> ➤ Carry out targeted and general forms of engagement with our stakeholders to understand their needs, aspirations, and what matters to them.

Strategic Plan - Longburn School - Updated 1-3-2024



	<p>2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<p>We, as a school community, need to: <i>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations.</i></p> <ul style="list-style-type: none"> ➤ encourage the participation and engagement of students and their whānau in all aspects of school life. ➤ actively engage whanau in processes to support the identification and planning for meeting their child's needs, strengthening their child's identity, promoting their language and culture. ➤ ensure identification of ākonga who have targeted needs (e.g. absences, low achievement, not engaging in their learning, ...) has been made and considered when planning engagement with our school whanau. <p><i>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau. Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</i></p> <ul style="list-style-type: none"> ➤ <p><i>Build relationships with Māori, involving them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori.</i></p> <ul style="list-style-type: none"> ➤ Identify local marae, hapū and Iwi. Learn about their histories. ➤ Collaborate with Māori communities to invest in, develop/design (and perhaps deliver) education to ensure ākonga Māori experience educational success as Māori.
<p>Objective 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>	<p>We, as a school community, need to:</p> <p><i>Gather information to help us understand and prepare for community engagement (e.g. through census data, records of concerns and complaints, previous relevant survey data,...).</i></p> <p><i>Work with school whānau to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them.</i></p> <p><i>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in our school, their needs are supported, and that learning support programmes are robust and effective.</i></p> <p><i>Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau.</i></p>



	<p>4</p> <p>Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy.</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language.</small></p>	<p>We, as a school community, need to:</p> <p><i>Ensure all learners/ākonga have ongoing opportunities to develop key competencies and capabilities, including communication, problem solving, critical thinking and interpersonal skills.</i></p> <p><i>Ensure all learners/ākonga participate in explicit teaching of numeracy and literacy, along with opportunities to learn at least the official languages of NZ.</i></p> <p><i>Ensure all learners/ākonga have learning opportunities to develop their digital literacy and are able to make sense of digital information they engage with.</i></p> <p><i>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists.</i></p> <p><i>Value the heritage languages spoken by Pacific learners/ ākonga, and provide opportunities to use and to build on them.</i></p>
<p>Objective 3 BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p>	<p>We, as a school community, need to:</p> <p><i>Ensure Te Tiriti is embedded in all school policy and practices.</i></p> <p><i>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture. Embed this in our school culture and practices.</i></p> <p><i>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo me ōna tikanga Māori.</i></p> <p><i>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice te reo Māori without judgement.</i></p> <p><i>Ensure Māori identity, language and culture are incorporated into our teaching, learning and pastoral care.</i></p> <p><i>Ensure there are opportunities for strengthening the following in our kura for the benefit of our ākonga:</i></p> <ul style="list-style-type: none"> ➤ <i>Tikanga Māori</i> ➤ <i>Te Ao Māori</i> ➤ <i>Mātauranga Māori</i> ➤ <i>Te Reo Māori</i>
	<p>6</p> <p>Develop staff to strengthen teaching,</p>	<p>We, as a school community, need to:</p> <p><i>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.</i></p>



	<p>leadership and learner support capability across the education workforce.</p>	<p><i>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches, including online and/or remote teaching and learning.</i></p> <p><i>Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.</i></p>
<p>Objective 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>7 Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.</p>	<p>We, as a school community, need to:</p> <p><i>Support learners/ākonga to see the connection between what they're learning and the world of work, enabling ākonga to identify learning and employment pathways.</i></p> <p><i>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women.</i></p> <p><i>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education.</i></p>

Our Strategic Goals...

Goal 1 - To provide a safe and stimulating child-centred learning environment, fostering positive, strong relationships and well-being.

Goal 2 - To provide a variety of rich learning experiences (meaningful and challenging), supported by effective teaching, to foster high levels of personal achievement whilst cultivating the individual's passion.

Goal 3 - To develop and nurture, within our learners, the skills, knowledge and cultural capital to be successful participants and contributors to the world they will inherit.

Equity Challenge - To ensure that our students' language, culture and identity are present and valued throughout the school day and beyond.

Initiatives implemented to address and meet the:

- School's Strategic Goals
- Equity Challenge
- School's participation in the STLP
- The NELPs:



- PB4L and RP
- Mindfulness (practice)
- Longburn School Learning Approach -
 - Active Learning through Play
 - Research Action Projects (RAP)
 - Learning Pit
 - Karere Te Uru Manawa
- Te Whiringawha (students/staff/BoT)
- Duolingo - online Language Learning options for HUB 2
- NZ Critical Histories
- Children's University
- Robotics
- Environmental Education and activities
- Student Leadership Team
- Green Team
- Dr Dolittle Group
- Bikes in Schools
- Sexuality Education
- Careers Education (Yrs 7 & 8)- including inviting relevant speakers/role models into the school and seeking opportunities to visit relevant places of employment and/or training/study.
- Yr 7 & 8 Challenge (as a part of Karere Te Uru Manawa)
- SEL - Social and Emotional Learning Programme (inclusive of 'Poromahamaha - Zones of Regulation')
- Introduce and implement Peer Mediation Programme

Equity Challenge - To ensure that our students' language, culture and identity are present and valued throughout the school day and beyond.

In support of addressing our 'Equity Challenge':

- Further develop our 'Place Based Curriculum', building our local knowledge through real world connections, intergenerational (and inter-cultural) learning that was facilitate through 2023 and will be built on in 2024.
- Inclusion of whānau, kaumātua, and kuia in the school day, with an emphasis on inter-generational learning
- Close relationships with the mana whenua of the school, as well as other local iwi, hāpu, whānau, kaumātua and kuia, who help inform curriculum and culture in the school
- The provision of te reo Māori courses for teachers to strengthen their reo (as required)
- More frequent use of te reo Māori between teachers and students, colleagues, ...

2024 - An aspect of our Strategic 'Equity Challenge' that we believe we need to continue to focus on for 2024 is to further develop our 'Place Based Curriculum', building our local knowledge through real world connections, intergenerational (and inter-cultural) learning. This encompasses the children capturing local significant stories and being able to identify and locate local places, people and resources of significance (past and present) through an Inquiry. The inquiry includes participation, at some level, in a hikoi of 'Te Ara Raumatī' through which the students will gather local stories and other relevant knowledge to share through the creation of a digital resource. In 2024 it is intended that a collaborative inquiry will be launched with relevant local schools who feature, alongside their community, in the Ara Raumatī.

'Participation in the Science Teaching Leadership Programme' 2024-2025:

The Science Teaching Leadership Programme supports the Government's strategic direction for Science in Society by providing opportunities for primary and intermediate schools and secondary science departments to enhance the teaching of science within their school communities.

Programme objectives:



Respectful, Responsible, Positive Learners
Longburn School Ripple Effect



- Contribute to the professional learning and development of teachers of science resulting in improved knowledge, skills and confidence
- Improve the leadership capabilities of participant teachers to increase the likelihood of sustained, effective school-based science teaching
- Encourage participating schools to enhance their science programmes to better engage students and the wider schools' community in science and to develop students' science knowledge and skills
- Lift the science engagement of the school community
- Develop, maintain and leverage linkages with others in national science communities.

Our commitment:

- formally commit to science being a major learning area of 12 – 18 months during phase two of the Programme
- ensure the participant teacher is fully supported to effectively lead science learning in the schools

Strategic Plan - Longburn School - As uploaded